

COMMEMORATING CHESTERFIELD
MISSOURI

HON. JAMES M. TALENT

OF MISSOURI

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 15, 2000

Mr. TALENT. Mr. Speaker, I rise today to commemorate the city of Chesterfield, Missouri which celebrated its birthday on the 1st of June.

Throughout its 400-year history, the area of Chesterfield, Missouri has cultivated a deep tradition and distinguished itself as one of St. Louis County's fastest growing communities. Chesterfield's most famous citizen, Frederick Bates, settled there in 1819 and served as Secretary of the new territory. This area remained a collection of rural communities influenced by German settlers throughout the 19th century and for most of the 20th century. In the 1960's, Chesterfield began aggressive development that paved the way to the prosperous city it is today. The city officially incorporated in 1988 and its economy and community continues to thrive.

Mr. Speaker, as a resident of Chesterfield, it gives me great pleasure to recognize this outstanding city and its citizens for their contributions in making our community a great place to live, work, and raise a family.

I would like to wish the city of Chesterfield a happy birthday and hope for the area's continued success in the new century.

TRIBUTE TO ANNA WANG

HON. RUSH D. HOLT

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 15, 2000

Mr. HOLT. Mr. Speaker, today I pay tribute to Anna Wang, a Supervising Librarian at the Monmouth County Library Headquarters. Mrs. Wang is retiring after 32 years of dedicated service to the library and the community. I join her family, friends, and grateful colleagues in honoring her for her talents and skills that she has shared with our community.

Mrs. Wang has worked diligently to select, process and organize the largest Chinese language collection in a public library in New Jersey. This collection, housed in the Shrewsbury, Marlboro, Holmdel, and Manalapan libraries, has been a vital resource for the people of New Jersey.

Mrs. Wang has also coordinated Chinese ethnic festivals with local schools and the Friends of the Monmouth County Library; she has arranged an exchange program with the National Central Library in Taipei, Taiwan; and she has obtained numerous dollars in federal grants for these programs. Her talents and hard-work will be sorely missed by the entire community.

Mrs. Wang is one of those truly amazing individuals who devotes all of her time to public service. In addition to her tremendous accomplishments at work, Mrs. Wang manages to serve as president of the New Jersey Chinese Book Club. She is also a columnist for the New Jersey Sino Monthly Magazine and the Global Chinese Times. And she is the author of three books.

I ask my colleagues in the House to join me in thanking Mrs. Wang for her and contribu-

tions to New Jersey, her dedication, and her hard work, and I wish her a happy productive retirement.

PERSONAL EXPLANATION

HON. PETER J. VISCLOSKEY

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 15, 2000

Mr. VISCLOSKEY. Mr. Speaker, I apologize for my absence recently from the House of Representatives on June 13, 2000.

On June 13, 2000, I was unavoidably detained at a school event for my youngest son, and unfortunately missed one recorded vote. Had I been present, I would have voted Aye for Roll Call vote 265.

HONORING HOWARD M. FEUER
FOR HIS 40 YEARS OF SERVICE
TO THE SOCIAL SECURITY AD-
MINISTRATION

HON. JOSEPH CROWLEY

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 15, 2000

Mr. CROWLEY. Mr. Speaker, I rise today to honor Howard M. Feuer for his long and distinguished career of service to the Social Security Administration. Next week, Mr. Feuer will retire after 40 years of service to the Agency.

In this era of frequent career changes, Mr. Feuer's 40 years of service should be duly noted. He is one of the most respected and experienced Area Directors in the Social Security Administration. For half of his 40 year career, Mr. Feuer has served as an Area Director. He oversees the operations of 26 field offices in Brooklyn, Queens, Nassau and Suffolk Counties in New York State, including a staff of over 800 SSA employees.

Throughout his career with Social Security, he has received many awards, including a Commissioner's Citation for his dedication to achieving the administration's goals of service to the public and value of its employees.

Howard Feuer earned a BBA and an MBA from CCNY-Baruch College. He has held many positions in both Social Security offices and the New York Regional Office. Mr. Feuer has been an innovator, embracing technological enhancements and maximizing the efficacy of his Area's resources. He has been a mentor to many of the management staff in the Region and is a recognized leader among Area Directors throughout the country. For 25 years, he has been directly involved in labor relations activities, including contract negotiations on the regional and national levels.

Howard M. Feuer is a man of incredible vision and foresight. His career has been dedicated to a level of service and efficiency that has no comparison. His commitment to the achievement of the goals of the Social Security Administration has been demonstrated in his unceasing efforts to improve the quality and productivity of his offices. Howard Feuer is now retiring from government service after a distinguished career. I know that his absence will be felt by staff nationally, regionally and locally.

Mr. Speaker, please join me in commending Howard M. Feuer. With his retirement, the American public will be losing one of its most dedicated public servants.

PERSONAL EXPLANATION

HON. J.C. WATTS, JR.

OF OKLAHOMA

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 15, 2000

Mr. WATTS of Oklahoma. Mr. Speaker, I was unavoidably detained in my district on June 12, 2000, and June 13, 2000, to attend a family funeral. I missed recorded votes for H.R. 4577, making appropriations for FY 2001 Labor/Health & Human Services/Education, and H.R. 4079, to require the Comptroller General of the United States to conduct a comprehensive fraud audit of the Department of Education.

I ask that the record reflect that, had I been present, I would have voted "aye" on rollcall votes numbered 258, 260, 261, 263, 265, 266, 267, 269. I would have voted "nay" on rollcall votes numbered 259, 262, 264, 268.

EDUCATION IN MINNESOTA

HON. BOB SCHAFFER

OF COLORADO

HON. PETER HOEKSTRA

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 15, 2000

Mr. SCHAFFER. Mr. Speaker, today I speak on behalf of myself and Mr. HOEKSTRA of Michigan. The Subcommittee on Oversight and Investigations of the House Education and Workforce Committee conducted an oversight field hearing Monday, June 6, 2000, in the State of Minnesota.

Among the most informative presentations made before the member participants was one delivered by Mr. John H. Scribante, a Minnesota businessman and an honorable American.

Mr. Scribante's passion for children and their need for first-rate learning opportunity was most impressive and we hereby submit for the RECORD the remarks of Mr. Scribante regarding the important topic of school reform.

Mr. Speaker, we commend the excellent observations and conclusions made by Mr. Scribante to our colleagues and submit the following for the RECORD.

EDUCATIONAL FASCISM IN MINNESOTA

(A Statement Submitted by John H. Scribante—Entrepreneur; Respectfully submitted to the U.S. House of Representatives Subcommittee on Oversight and Investigations Committee on Education and the Workforce—June 6, 2000)

STATEMENT

We're gathered here this morning at a very interesting time . . . 56 years ago today, D-Day, 2,500 Allied soldiers died in Normandy fighting Fascist Germany for the freedom for Americans to pursue liberty. This offers us a unique perspective on this monumental issue of educational change. We're poised at the beginning of the 21st century, and while the rest of the world is abandoning central labor planning, Minnesota is driving through

School-to-Work programs for central control of its economy against the will of the people.

Consider that in just over 200 years, this country became the Greatest Nation on Earth. We've had more Nobel Prize recipients than any other industrialized nation. We've sent men into outer space and brought them back alive, and our science and technologies are copied worldwide. Those who accomplished these incredible feats were the product of an education system that emphasized academics, not life-long job training.

I've been to Eastern Europe, I've seen the life destroying results of governments trying to plan the economy and control education, and I've spoken to people who have been subject to their central controls. This is not what America was founded on . . . and besides; it has been proven not to work. Those of you who have sworn to uphold the United States Constitution will be hard pressed to support such a system of tyranny.

Today in Minnesota, the best interests of children have become secondary to the interests of bureaucrats, un-elected non-profits, and economic forecasts. In many districts, children are already being required to choose a "career cluster" by the end of 8th grade that will determine their secondary school curriculum. This system is a radical shift towards government central planning.

We don't know what we will learn tomorrow. We can be sure that at any particular time, we are overlooking valuable information and opportunities. Our knowledge is incomplete and resources are, undoubtedly being misdirected. We have a 225-year proven method for discovering and correcting these errors called Capitalism. Entrepreneurs search out instances where resources are being underutilized and redirect them to those that produce profits . . . nothing else approaches its power to stimulate discovery. Since we don't know today what we may learn tomorrow about educational methods and knowledge, we need entrepreneurship in education.

History has proven, time and time again, that where competition does not exist, mediocrity thrives. Nowhere is this truer than in many of America's public schools.

If you must have government-funded education, at least leave the private schools and home schools alone to compete for ideas and innovation.

BUSINESSES HAVE BEEN DUPED

Businessmen and women are being told that they can and should become partners in the education of our children. With tax funded incentives, subsidies, reimbursements, and free training . . . how can these businesses resist?

According to the Minnesota School to Work publication called Making Connections, page 11: the SCANS report instructs business to "look outside your company and change your view of your responsibilities for human resource development. Your old responsibilities were to select the best available applicants and to retain those you hired. Your new responsibilities must be to improve the way you organize work and to develop the human resources in your community, your firm, and your nation."

The Minnesota STW program seeks 100% employer compliance and further provides a "Work-Based Learning Coordinator" to "help" me in my "responsibilities" of complying with this lunacy. Who is running my business anyway? I've got all the capital at risk . . . Just leave me out of this mess.

This experiment may be very attractive in the short run . . . but business will pay in the long run in higher taxes to fund these programs, in less educated people and a loss of economic freedom. Productive labor is their goal, not an educated populace. This will be the end of a free America.

My company needs entrepreneurial minds and intellectual capital. People who can think, read, write, and add. I interview many young people who are products of Minnesota schools, and they cannot solve simple conversion equations. Who is training students for what I need? What is wrong with teaching people how to think? I don't need work skills . . . I need people who can think of great ideas and be willing to put their knowledge to the test!

Why is it that the government vigilantly looks for predatory pricing, anticompetitive, and monopolistic behavior in the private sector, and yet it is the greatest offender?

To quote Ralph Moore "The REAL credit in life should go to those who get into the ARENA—if they fail, they at least fail while DARING TO BE GREAT. Their place in life will never be with those COLD AND TIMID SOULS who know neither victory nor defeat."

In a free market economy, consumers ultimately determine what is produced. What school or government bureaucrat could have predicted ten years ago how many webmasters we would need today? From the information I've seen from the Department of Labor's SCANS reports, they're planning on teaching manure spreading, car washing, working the fryer at the diner and how to take a message off an answering machine.

In St. Cloud, MN, the STW program has already put a company out of business and severed off the arm of a 17-year-old student running a machine on a STW assignment.

School-to-work is a dangerous shift in education policy in America. It moves public education's mission from the transfer of academic knowledge to simply training children for specific jobs. And most tragically, the job for which it will train will have little or nothing to do with that child's dreams, goals, or ambitions.

Parents, however in this three way partnership with business and the State may be troubled knowing that their children are the pawns that the educational system trains to meet the needs of industry.

The economic goals of bureaucrats should never be promoted over the virtue and importance of knowledge. School to work transition issues would disappear if schools focused on strengthening core curricula, setting high expectations, and improving discipline and forgetting about retrying failed ideas.

THE RESULT

The sad truth is, in exchange for federal chump change, the state of Minnesota sold out its commitment to high academic standards and agreed to follow national standards based on moral relativism, politically correct group thinking, and getting kids out of the classroom to work in local businesses, beginning in kindergarten.

Our state threw out a system of education that worked brilliantly for most all Minnesota youngsters. It worked brilliantly, that is, until approximately 35 years ago when Minnesota public education started flirting with the progressive, trendy movement away from high academic standards. Under the Profile of Learning, high academic standards are practically banned from the classroom.

In 1993, the Minnesota legislature repealed 230 education statutes, thus creating a structural vacuum to make way for the new Federal Goals 2000 system already in the works. This left Minnesota without tried and true standards.

There are no longer any course requirements for any child in Minnesota. No 4 years of English, no 4 years of history, no 3 years of math, or a year of geography, or years of science. Most public schools don't have a

copy of the Declaration of Independence or the Constitution and few even mention them in classes.

This system is really nothing new. Tyranny has always waited in the wings, ready to step to center stage at the first hint of apathy towards freedom.

For over 230 years we've enjoyed the finest freedom and prosperity the world has ever known. Yet we were warned by Edmund Burke that, "The eternal price of liberty is vigilance." As a people we've been asleep at the switch, and now our entire nation, not just Minnesota, has signed on to this crazy new system of totalitarianism, where everyone is under government's control, from cradle to grave.

This system has been tried around the world, across the centuries. But it is radically new for those of us used to freedom. This new system has more to do with fascism than freedom.

Now we need to work to eliminate the entire STW & Goals 2000 system, while there is time. As Sir Winston Churchill wrote to convince the British to join in the fight against Nazi Germany.

"If you will not fight for the right—when you can easily win without bloodshed, if you will not fight when your victory will be sure—and not too costly, you may come to the moment when you will have to fight—with all the odds against you—and only a precarious chance of survival. There may be even a worst case. You may have to fight—when there is no hope of victory, because it is better to perish than to live as slaves."

THE 102ND ANNIVERSARY OF THE U.S. NAVY HOSPITAL CORPS

HON. SOLOMON P. ORTIZ

OF TEXAS

IN THE HOUSE OF REPRESENTATIVES

Thursday, June 15, 2000

Mr. ORTIZ. Mr. Speaker, the tradition of Naval enlisted medical personnel goes back to the navy of the 13 Colonies in the Revolutionary War, before they even declared independence. These medical sailors were known by many designations: first the Loblolly Boys, whose job it was to sound the bell for daily sick call aboard ship, and to spread the floor of the sickbay with sand so that the ship's surgeon would not slip on the blood there.

Later they were known as the Surgeons' Stewards, the Apothecaries, and the Baymen. Then, on June 17, 1898, in the midst of the Spanish-American War, Congress authorized The Hospital Corps of the United States Navy. They were and still are the only "Corps" in the U.S. military composed entirely of enlisted members. Since that founding, Navy Corpsmen have had the responsibility and the honor of caring for the Fleet and the Marines.

The first corpsman to earn a Medal of Honor was serving with the Marines in China when the U.S. took part in the intervention there to end the Boxer Rebellion at the turn of the last century.

Between the turn of that century and the onset of World War I, corpsmen sailed around the globe with President Teddy Roosevelt's Great White Fleet, landed in Nicaragua with the Marines, and a second corpsman earned the Medal of Honor in San Diego Harbor a few years later, aiding his shipmates when the *USS Bennington's* boiler exploded.

Corpsmen took care of navy shore parties during the Moro Uprising in the Philippine Islands and hit the beach with the Marines during the seizure of Vera Cruz, Mexico, in 1914.